

A STUDY OF INSTRUCTIONAL MATERIALS USED
BY ENGLISH TEACHERS IN GRADES SEVEN TO TWELVE
IN VILLAGE AND RURAL CONSOLIDATED HIGH SCHOOLS
OF NORTHEASTERN OKLAHOMA

SEP 27 1938

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OF NORTHEASTERN OKLAHOMA

By

MARCELLA HERMINE GRIDER

Bachelor of Arts

Northeastern State Teachers College

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M. H. G.

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CHAPTER I
THE PROBLEM, LITERATURE, AND COLLECTION
OF INFORMATION

It has been the observation of the writer as a result of several years teaching experience in a consolidated school, from reading, and through discussions with other teachers, that the teaching of English has been ineffective in many instances. Visual aids such as the projector with slides, and the moving picture machine are not found in this class of schools, and for that reason they are not included in this study. These schools as a whole have overlooked the use of the radio as a device for teaching. This effort is an attempt to discover practical, inexpensive instructional materials available to teachers in village and rural consolidated schools. Much interest has been developed in the improvement of the instruction in English. When the writer began teaching she found little equipment and few available helps for teaching English. Numerous devices studied in methods courses in college and in student teaching were of little value because of a lack of materials in this type of school. Such conditions doubtless prevail in most schools of this kind; the teacher must improvise a number of the materials which she uses; therefore, a study such as the one undertaken appears to be justifiable.

Literature in the Field

In every teaching field there has grown up an abundance of literature. It is easy to find personal opinion expressed on almost any topic and likewise effort put forth to determine scientifically the value, the needs, the interests, and just how any given unit should be taught so it will function in the life of children. The writer has attempted in this study to make a survey of the instructional material used in teaching grammar and oral and written composition in grades seven to twelve in village and rural consolidated schools in northeastern Oklahoma. Here again we find much literature. Many magazine articles and books are excellent and some are of little value. In this chapter an effort will be made to review some of this literature by selecting excerpts, through comment, and by otherwise portraying trends and current problems.

An extensive bibliography is given at the close of this study. As suggested above there are many helpful books available. Many magazines carry articles for those interested but probably the most valuable source of reading is found in the English Journal, High School Edition. The bound volumes of this magazine are found in all better libraries. The excerpts selected for this chapter are not necessarily the best, only those among the many that are illustrative of the trend of thought and the advancement made in recent years. Significant among these is an

article in the English Journal, High School Edition,
written by Thomas H. McMillan.¹

During the past few years many adjustments have been made in Courses of Study. Most of the states and several hundred cities prepare guidance outlines for their English teachers.

The cry for uniformity in the English work of secondary schools began in the late eighties in America, and took form with the organization of the College Entrance Examination Board in 1894. This may be considered the birth of the standardizing trend which has thoroughly affected the elementary and secondary schools and, to some extent thanks to the General Education Board and the accrediting associations, has brought about some reform in the higher institutions of learning. The lists for reading were growing larger and larger as years went on, and in 1916 the present alternate comprehensive plan was adopted. The realization grew that language skills come not through the evaluation or memorizing of rules but through language activities such as well motivated composition, conversation, reading, and other associations frequently humble but undeniably practical. By 1920 we find the beginnings of the creative movement as the result of the thinking of a new school of educational philosophers. Dramatization had largely displaced declamation; grammar had been largely dropped in favor of composition; language games had replaced formal drill; and every year saw the 'museum specimens' of tradition literature dropped to give room to 'unit study,' magazine reading, and other exercises in contemporary literature.

This brings us to the present, and what a present! Startling statements had begun to appear in English courses of study around 1925; let us examine a few samples:

'The English class must be a democratic community where children live and work under natural

1

Thomas H. McMillan, "Current Adjustment Within English Courses of Study," English Journal, High School Edition, 23;369-77, May 1934.

conditions; where interest is the motive power behind expression; where habits are formed and skills become permanent possessions of the learner . . . (Course of Study - Spokane, Wash., 1929).'

'The present-day class room is being transformed into a laboratory of experimentation and research . . .)Course of Study - Springfield, Mass., 1929).'

'Excellence in the English work . . . is a matter more of the spirit and methods of teaching than of the materials dealt with or the ground covered . . . (Course of Study - Virginia, 1928).'

'The love of beauty and of right conduct is caught by noble contagion rather than taught by direct sermonizing . . . (Course of Study for High Schools - Kansas, 1930).'

A number of positive trends characterize the new courses of study, the first of which is the tendency to draw more and more of the teaching group into the process of building the course. A second marked trend is the increased emphasis upon creative effort.

Many courses of study state that much of the exercises suggested in the adopted textbooks should be omitted and one goes so far as to condemn as useless more than 90 per cent of the exercises commonly found. There is a definite tendency in some of the recent courses to substitute the workbook for the usual composition text; this is perhaps an economy move but the teachers have made the choice voluntarily. A fourth positive trend is the increase in the use of local material for discussion, composition, and dramatization. Another trend is the new freedom of the teacher. Time allotment is disappearing under the demand for this new type of teaching. The Salt Lake Course states:

'While it is true that a knowledge of what constitutes good English and facility in its use have an increasing commercial use, yet the teaching of English does not concern itself so much with the making of a living as with fitting the student to live, live richly and fully.'

Another problem that is discussed much today is that of just who shall assume the responsibility for the proper training of students in English. The English teacher realizes his task is impossible without assistance. Teachers in other fields desire to pass all teaching of English

to the English teacher and to complain constantly when the job is not well done. H. G. Paul² has expressed the generally accepted viewpoint as follows:

The idea of interclass cooperation has been advanced for a long time and very little has been accomplished in this field, probably because of the lack of well-defined and workable programs.

The plan should be devised in consultation with the principal and instituted preferably by means of faculty action. Lists of requirements in form for all written work should be adopted for use in all classes. The list should be confined to the barest essentials in spelling, vocabulary, pronunciation, enunciation, and correct English usage. Each department should take special pains to secure mastery of the words peculiar to its own subject. The teacher should be encouraged to give instruction in methods of study in his own field. Occasionally an assembly program should be devoted to the topic, 'How to Study'. Much help can be given to the students in every class in the preparation for various examinations; in the consultation of collateral textbooks; the outlining of the lessons; the selection of topics for oral report; the guidance of home reading; the translation of interesting materials in foreign languages; and the reporting of interesting anecdotes from other classes.

Another subject of interest to every teacher of English in high school is that of vitalizing work in composition. Marion Marsh³ has given in the following words the experience of many excellent teachers of English who have found the letter and newspaper very valuable.

2

H. G. Paul, "Every Class a Class in English," English Journal, High School Edition, Vol. 23; p. 243, April 1934.

3

Marion Marsh, "Vitalizing High School Composition," English Journal, High School Edition, Vol. 23, pp. 129-33, February 1934.

One of the most obvious reasons for the high school child to learn to write well is the fact that he, even now, writes letters, and that he will always be called upon to do this. Thus, as conversation makes a good starting-point in oral composition, letter-writing makes a good starting-point in written. The friendly letter is the more logical starting-point than the business letter. And once again an analysis should be made of the qualities of a good friendly letter, and the goal should be to learn to embody these. While these things are being developed, through various assignments, the child learns much more easily than before to put a comma before a conjunction connecting two long co-ordinate clauses for he has a reason for learning it.

Another suggestion for the vitalizing of written composition is to be found in the magazine or newspaper project. But again, there must be a reason for producing the paper. If journalism is taught in the school, and a school newspaper is already published, the child will see no object for putting out a paper. If there is not such a course in the school, he will be only too glad to help in the preparation of an edition to be distributed among his schoolmates. If a school paper is being published, make it a magazine instead. Now, if one must write stories here is some reason for writing them. And here is an opportunity to teach all basic forms of composition, narration, exposition, description, and argumentation may all easily be included. But whether it be a newspaper or a magazine, there is a reason for writing the material to be published in it, for it will give pleasure to the rest of the pupils who comprise the world in which the composition class lives. And when there is a reason for doing things, "how" it is done matters a great deal more than when the reason is lacking.

The writing of the type of material which is required by teachers in other courses in which the pupils are enrolled is another "reasonable" suggestion for the written composition assignment entering writing contests another. But the ingenious teacher will find them and will feel herself well repaid when the sighs cease and with them, slowly it is true, but not so slowly as before--the double negatives, the split infinitives, and the countless other bugbears of an English teacher's life.

Margaret K. Hoover⁴ has written an account of an interesting class experiment in her work at Staten Island Academy. As a result of a request of three freshmen boys she agreed on a certain day to put the entire English period in their hands with no stipulation. The class members awaited the period eagerly. Following is her account of the first trial.

Never was there better attention given to any class performance, nor have I ever seen more sincerity in any student speakers. They were talking of interests that lay near their hearts, and they were eager to carry their audience with them. The speakers had had in them the material for these talks for some time. If they had waited to fit it to a certain type of assignment, no doubt it never would have been presented. An assignment, however inclusive, objectifies composition. The student hunts about for anything that fits; hence the result is strained and artificial.

The talks during the first day centered around Einstein. The whole class period was a delightful surprise to the teacher. After this meeting a class discussion evolved a general plan. A chairman elected for the next meeting was to do what seemed best to him. The class was known as the 'English Club'. The word 'Club' had a significant appeal to the class because of the absence of extra-curricular activities in the school. The English Club met once every two weeks during the English period. Many people became interested in the English Club, and visitors were frequent at the meetings.

An interesting by-product of the club was the formation of a class library. This experiment showed that a small amount of self-initiated pleasurable activity is more instructive than many hours of directed compulsory training. 'The hours that make us happy make us wise.'

4

Margaret K. Hoover, "Oral English Again," English Journal, High School Edition, Vol. 20; pp. 510-513, August 1931.

Everything that is taught in the American school today is questioned. This is particularly true of English. The conservative English teacher holds on to tradition and uses the time of the student in parsing and sentence analysis. They are too busy proving that an infinitive can be an adjective, an adverb, or a noun to have time for many other things that are vital to the life of a student. Other teachers who are modern in life and thought are severely criticised for doing precisely nothing by those who believe ancient standards are about to be thrown to the winds. Dora V. Smith⁵ is of the opinion that it is necessary for the English teacher to be sure of her path, and to keep the vision clear in these days of smoke screens, and emotional criticism. She has the following suggestions:

What, then, is our philosophy of the teaching of English? So we look upon English as a set body of subject matter to be taught to every child alike--a series of topics to be checked off item by item in the course of study? Is it true that there are certain classes to which boys and girls should invariably be introduced in common, regardless of their ability to comprehend and enjoy them--regardless also of the effect upon their future attitude toward books and reading? Are there linguistic elements like the gerund and the infinitive mastery of which it is even desirable should be guaranteed on the part of every boy and girl who holds a diploma from our secondary schools? . . . Are we willing to give boys and girls a share of the attention we have devoted to English as a subject and to the indisputable claims of the social orders upon their thought and activity?

5

Dora V. Smith, "American Youth and English," English Journal, College Edition, February 1937, pp. 99-113.

If so, the first practical issue we face is how the teaching of composition enriches the experience and broadens the interests of boys and girls? It can surround them with an environment so rich and so full as to make normal free expression inevitable. A recent analysis of school papers reveals in school life alone thousands of sources of expression more meaningful by far than the type of composition common in many schools and textbooks. Rich and alluring units of work in the social studies, when broad enough to touch life in all its aspects and to provide opportunity for creative effort and the socialization of language activity, as well as mere reproduction of facts, furnish a wealth of similarly intrinsic motives for expression.

She states also that we know a good deal about the futility of the narrow program our schools have followed and asks what would happen if we made a sincere effort to put American youth and his needs, not literary tradition, in the center of our program. She then builds up the positive side of the picture by giving specific evidence of materials that can be used in the teaching of English that applies to the life of boys and girls.

The problem of selecting a good English teacher is one that confronts every superintendent and his board. Perhaps many of the teachers selected are poor; however, that is true in other fields as well as in English. Dr. H. E. Fowler⁶, head of English department of Teachers College of Connecticut, New Britain, Connecticut, has listed the following characteristics of a good teacher:

6

H. E. Fowler, "Selection in the Preparation of English Teachers," English Journal, College Edition, April 1937, pp. 311-318.

First, intellectual curiosity. The mind must go beyond the bounds of the book into life of the past, present, and future. There must be ceaseless searching for causes and effects, for the 'why' of things. There must be an interest in human individuals and human relationships.

Second, there must be keenness of observation--a continuous awareness of people, things, behavior; of the many-sided life which surrounds each individual. Out of this panorama of experience the observant teacher will find more vital material for teaching and learning than the textbooks offer.

With observation must come imagination--the capacity for converting the results of observation into school studies and activities. This is the power to see life with the eyes of youth and to interpret it in terms that children can understand. It is the experimental attitude which creates method instead of deriving methods from books and supervising teachers. It is the ability to correlate or integrate all learning.

The good teacher must have an aesthetic sense. This means recognition of beauty in its varied manifestations. It is a love of beauty in objects, in people, in nature, in language and literature, and a capacity for sharing this appreciation of the beautiful.

There must be sympathy and approachability. The good teacher must get close to children, must recognize their individual temperaments, backgrounds, and peculiarities.

A sense of humor is so essential to good teaching that it seems unnecessary to enlarge upon the trait.

Personality involves all the characteristics that have been mentioned and many others that might be detailed. However, we are accustomed to use the term in the narrow sense of outer appearance and manner. Let us then use the familiar adjectives--attractive, cheerful, winning, and vivacious--as suggestive of the ideal.

Finally one must include two traits in which the teacher of English is especially interested--linguistic skill and love of reading. These need no elaboration.

The criteria which have been enumerated are offered as illustrative of the characteristics of a good teacher in any field of instruction. One should, of course, begin with good health, which has been assumed, as have other personal traits.

Collection of Information

When this study was begun numerous devices, which had been used with some measure of success, were listed. These devices were discussed with teachers in similar positions. As a result of these discussions other devices were added to the list. Teachers in larger systems were contacted and several of them suggested materials the writer considered as helpful and practical for use in village schools. A questionnaire was then prepared listing the different devices. The questionnaire called for the rating of the devices according to the following scale: 1. Excellent, 2. Very good, 3. Average, 4. Poor, 5. Of no value. It also asked for the listing of how frequently the devices were used. A space was given for a statement of the purpose of each device. Additional space was left for any device a teacher might like to list and for any comments. The completed questionnaire was discussed with other teachers and was revised after several conferences during which many helpful criticisms were received. One hundred twenty-five copies were mailed to English teachers who teach English in grades seven to twelve in village or rural consolidated schools of northeastern Oklahoma. Forty-seven teachers responded by properly checking the questionnaires and by making valuable comments. The following letter accompanied each questionnaire:

Tahlequah, Oklahoma

I am making a study of the various aids, devices, and materials used in teaching technical grammar and oral and written composition in grades seven to twelve.

I shall appreciate it very much if you will assist me in this study by filling out the enclosed questionnaire, which is being sent to the successful teachers of English in this district, and return it to me in care of Dr. J. M. Hackler, Northeastern State Teachers College, Tahlequah, Oklahoma.

Respectfully yours,

Marcella Gridler

MG:FB

QUESTIONNAIRE

Name _____ School _____

In the column to the right check the devices you have used. Rate each according to the following scale: 1. Excellent, 2. Very Good, 3. Average, 4. Poor, 5. Of No Value. If you have used, check frequency column: 1. If Used Daily, 2. If Used Often, 3. If Used Seldom. In the column to the right under purpose state briefly what you expect to accomplish in using this device. In the additional space at the end of this questionnaire, please list other devices which you have used.

DEVICES	Have you used?		Your rating	How frequent	PURPOSE
	Yes	No			
1. Board Work _____					
2. Dictation and Comparison _____					
3. Dictionary Study _____					
4. Error Box _____					
5. Flash Cards _____					
6. Good Usage Drills _____					
7. Good Usage Rhymes _____					
8. Never Again List _____					
9. Pupils' Reading Aloud Correct Sentences _____					
10. Practice _____					
11. Error Correction _____					
12. Blank Filling _____					
13. Crossing Out Incorrect _____					

Questionnaire (continued)

DEVICES	Have you used?		Your rating	How frequent	PURPOSE
	Yes	No			
14. Error Recognition _____					
15. Setting Up Exercises _____					
16. Short Daily Grammar Drills _____					
17. Socialized Grammar Drills _____					
18. Wall Charts _____					
19. Work Books _____					
20. Achievement Tests _____					
21. Diagnostic Tests _____					
22. Follow-up Tests _____					
23. Survey Tests _____					
24. Advertisements _____					
25. News Articles _____					
26. Newspapers _____					
27. Announcements _____					
28. Assembly Programs _____					
29. Booklets _____					
30. Class Criticisms _____					
31. Conversations _____					
32. Self Marking Charts for Oral English _____					

Questionnaire (continued)

DEVICES	Have you used?		Your rating	How frequent	PURPOSE
	Yes	No			
33. Error Charts for Written Composition					
34. Examples from Literature					
35. Letters					
36. Projects					
Please list other devices:					
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					

Comments on any successful practice will be appreciated.

A number of personal conferences were held with outstanding English teachers who voiced their opinions concerning different devices and methods which could be used in their classroom work. Examples of how certain materials had been used effectively were recalled during these interviews. Several of these conferences were arranged after the questionnaires were returned because of items of interest listed among their comments. A few typical conferences are presented in Chapter III.

CHAPTER II

DESCRIPTION AND USE OF DEVICES

Board Work

Board work is an excellent device for a teacher to use for purposes of explanation. It may be used by the teacher to illustrate a lecture. Sometimes teachers have students write the materials on the board and then the pupils may check their papers at their seats. This is very effective as it saves time both for the teacher and pupils, it enables pupils to see the correct exercises and that makes an impression which is valuable. Students like to use the blackboard.

Dictation and Comparison

Dictation and Comparison, an effective means for securing better spelling, has the advantage of taking very little time, while at the same time children like the exercise, and profit by it. A spelling drill may be given either at the beginning or at the end of the literature period. When the class is ready, ten or fifteen words, not previously studied, are dictated. After the dictation, a pupil reads his list orally, the teacher refers the class to a certain page in the literature text, and the pupils compare and mark their own lists. All the discoveries made by the pupils are reported. The teacher makes a list of words which have been misspelled. These are kept for future drill work or the list may be transferred to the blackboard for immediate study.

If the teacher wishes to present a rule for punctuation she may give a dictation exercise. A passage illustrating the rule is dictated from the exercise book, or from the literature text. Pupils are then told to open their books at the proper page, and to compare their own punctuation with that in the book. The students then correct their papers. Syllabication can be effectively taught in the same way.

Dictionary Study

It is very worthwhile for high school students to make a study of the information found in the dictionary. Dictionary study is a fine way to increase their vocabularies. Diacritical markings, syllabication, pronunciation, definitions, prefixes, suffixes, homonyms, synonyms, and antonyms also may be considered while studying the dictionary. The following aims for dictionary study are usually given:

1. Aid pupils in pronunciation.
2. Aid pupils in finding words in dictionary.
3. Increase speed in finding words in the dictionary.
4. Aid pupils in selecting suitable definitions.
5. Increase skill in spelling.
6. Extend vocabulary.
7. Increase ability to select suitable meanings for words.
8. Select choice words for description.
9. Increase ability to discriminate in use and meanings of words.
10. Learn abbreviations.

The Error Box

The error box leads pupils to greater care in the use of the mother tongue.

A pasteboard box with a cover in which a long slit has been cut is kept on the table in the English room. Each day pupils bring to class slips of paper on which they have written expressions which they have heard on the street, at home, in the cars, etc. These slips are inserted in the error box through the slit in the cover.

Time is taken during the English period to open the box and to discuss the expressions found therein. This discussion often reveals the fact that pupils think perfectly legitimate expressions are taboo. It brings out very queer prejudices in the matter of the use of language, and helps to dispel them.

For example, pupils of the junior high school age almost invariably say 'between you and I', and will put the correct form, 'between you and me', in the error box, with such taboos as 'I seen' and 'I done' and 'I was goin' some place.' Discussion is needed to clear up such misconceptions, and drill is essential to fix the fact that one form is correct and that the other is not.

The error box is valuable to the teacher as a source of material for the setting-up exercises, for her attention is called in this way to many errors in common use which might otherwise escape her attention.

Pupils like the variety and 'pep' that accompany such drills as these and because they are interested, they profit from them in large measure.¹

Flash Cards

Flash cards may be used as a device to improve spelling or as a device to correct expressions. The cards may be flashed before the class and used in a drill exercise or they may be placed at different places in the room and remain there though changed quite frequently. High School pupils sometimes think flash cards too primary when

¹

Hattie L. Hawley, Teaching English in Junior High Schools, p. 119.

flashed before them, however they have no objection to them when they are simply placed in the room.

Good Usage Drills

There are a number of good usage drills used by different teachers. Games may be used in both junior and senior high school. The drills should be varied and should be short enough not to become monotonous. There should be a number of drills on correct expressions so correct habits may be formed. The drills may be both written and oral. Blackboard work is nice for written drills. Conjugation and declension may be reduced to usage habit through drill. The correct use of "lie" and "lay", and other troublesome verb forms are fixed through drill.

Good Usage Rhymes

Such little grammar rhymes as the following, memorized and quoted often, help one ninth-year class to fix in mind certain conventions in the use of everyday English. Some of the rhymes were written by pupils, and some by teachers.²

1

Not "It is him," but "It is he";
Not "It is her," but "It is she":
Not "It is me," but "It is I":
I wonder who can tell me why!

11

Little "I ain't" and little "He don't"
Came into my class one day.
Little "I'm not" and "He doesn't,"
I called to drive them away.

111

²

Ibid, pp. 135-137.

III

"I ain't goin',"
 I heard a girl say;
 "I am not going,"
 Is a better way.

IV

"I ain't goin' to do that,"
 Is bad to say;
 If you care for your speech,
 You'll correct it to-day!

V

There are some words which are fugitives
 from the law,
 Words which you should never say;
 And if you would have speech without
 a flaw,
 Avoid such words as "huh" and "hey".

VI

"We was," and "You was," and "They was,"
 What an offense to the ear!
 "We were," and "You were," and "They were,"
 We always prefer to hear!

VII

There is a little word named Got
 Which should be thrown into a great big pot,
 And boiled and boiled and boiled all day
 And then be canned and put away!

VIII

The greatest favorite of all the land
 Is a word of three letters, the little
 word "and,"
 I will think of this rhyme very often and
 see
 If avoiding its use will not profit me!

IX

There's a word of three letters,
 It's spelled G-O-T.
 This little word says.
 "You must NEVER use me!"

X

"I seen" and "I done,"
 "I come" for "I came,"
 To use such expressions
 Is truly a shame!

Xi

"Me and Mary went down the street,"
 This is an error we often meet
 "Put yourself last," is a very good rule
 Which "Mary and I" have learned at our
 school.

Never Again List

Students may reserve a few pages in their notebooks for a never again list. On these pages the students write errors they have made with the correction for each error. The students resolve never-again to make such errors. The teacher should notice whether students merely make out a list instead of noticing their errors. To be effective but few should be added each day or week. If the student resolves "never again" to say "taken" for "took" and continues to use the correct form he has accomplished much in one day.

The following form for a "Never Again" list is taken from a workbook.³

3

James W. Griffeth and Hugh A. C. Walker, English Exercises Drills and Texts, p. 118.

Watch your speech for errors which you commonly make. Notice, too, the errors which others make, for you may make the same errors yourself. Your teacher will help you keep track of the mistakes which you must correct if you want to speak accurate, expressive English.

In the left-hand column below, list the errors which you commonly make. In the right-hand column, give the correct expression which should take the place of each wrong one. Write a sentence containing the correct expression so that you will know just how it should be used. Practice saying the correct forms over and over so that you will "never again" use the incorrect expressions.

WRONG	RIGHT
:	
:	
:	
:	
:	
:	
:	
:	
:	
:	

Pupils' Reading Aloud Correct Sentences

This is a good device used as a drill. Reading aloud the correct helps the student to fix in mind the correct way of saying things. Reading correct sentences helps the student recognize correct expressions. Oftentimes students think certain expressions which are really correct sound odd. Reading aloud overcomes that idea. Anything the boy or girl constantly hears at home sounds proper even though it be incorrect.

Practice

It would be difficult indeed to spend too much time in practice. The English class may have short practice

periods at different times. The practice exercises may be written occasionally and oral at other times. It is very essential that oral English be practiced since oral English is used more than written by the average individual after his school days have ended. Even though correct usage is established through drill, practice is essential to make learning permanent.

Error Correction

A group of sentences or some exercises containing errors may be placed before the students. The students correct the errors. After all students have finished they should discuss the reasons for the corrections. If they have trouble with a particular type of error the teacher should give an exercise drilling on that one error later. Even though this method is condemned by most teachers and is probably psychologically wrong some teachers believe it can be used with good results if used sparingly.

Blank Filling

Workbooks have numerous exercises in which the students are asked to fill in the blanks with the correct words. Most students usually like these exercises. Such exercises are also good for drill in class. The exercises may be written on the blackboard and then discussed. Exercises of this type give variety to class work.

Crossing Out Incorrect

In an exercise of this type the student is given a choice between two words or expressions. The student crosses out the incorrect. Exercises of this nature provide work for discussion after the exercise has been finished. This device is subject to some criticism as error correction but can be used sparingly with good results. Individual students vary in the ability to benefit from teaching. This device may be effective for some students as well as with some teachers.

Error Recognition

Sentences containing errors are placed before the students. They are asked to state the error and rewrite the sentences correctly. This device even though used extensively by textbook writers in the past is recommended with reservations at present. It is subject to the same criticism as error correction. This device is used to make students conscious of incorrect usage.

Setting Up Exercises

The canny teacher keeps a little memorandum book in which she records bad habits in the use of language. Most of these come to her ears as she passes through the corridors before school and at recess, or when she watches her charges at their games when they are off guard. Incorrect expressions heard at home, or from companions, appear unwittingly in the classroom, too, in spite of the less spontaneous nature of such speech. These bad habits have been acquired and fostered through frequent use and repetition.

'Setting-up exercises!' crisply announces the teacher. Everybody stands at attention.

'Leave me go', reads the teacher from her little memorandum book.

'Let me go,' responds the first pupil in the row at the left of the teacher. The pupil who has spoken sits.

'I seen um,' quickly resumes the teacher.

'I saw him,' comes the prompt response from the next pupil in the row.

'I done the wrong problems.'

'I did the wrong problems.'

'Who did you see?'

'Whom did you see?'

'I could of went.'

'I could have gone.'

The setting up exercises continue till every one in the class has had at least one opportunity to respond to the teacher's quick challenge. Alertness is absolutely essential, and the drill must proceed with a snap, if it is to be successful. Such setting up exercises ought to precede the regular class work at least twice a week. After a little practice, a bright pupil can conduct the drill quite as successfully as the teacher herself.⁴

Short Daily Grammar Drills

These drills should precede the lesson. They are conducted in different ways and they may cover different phases of grammar. Some days these drills are conducted orally while at other times the drill may be written. A drill of this type requires five or ten minutes at the beginning of the period.

⁴

Hattie L. Hawley, Op. cit., pp. 117-119

Socialized Grammar Drills

This device is well illustrated by the following socialized grammar drill taken from Hawley:⁵

This exercise happens to be a drill on the use of pronouns, but the same general treatment may be given any similar drill in grammar. In this case the pupils' task is to choose between two forms, fill in a blank with the proper form, then explain the reason for her choice. What could be more dull?

Mary reads the sentence glibly, choosing whom, rather than who, but is uncertain as to the reason for her choice. The sentence is: 'The man whom you see is my brother Louis.'

'I don't know why I used whom,' Mary admits.

'Who does know why she chose whom?' the teacher asks.

Daniel's hand is raised.

'Can you ask Mary some questions that will help her to see why she chose whom, Daniel?'

Daniel is more than willing to make the interesting attempt. So he begins bravely:

'Is whom in the main sentence, or is it in a clause?'

Mary: 'It is in a clause.'

Daniel: 'What is the clause?'

Mary: 'The clause is "Whom you see".'

Daniel: 'What is the subject of the clause?'

Mary: 'The subject is you.'

Daniel: 'What is the predicate?'

Mary: 'The predicate is see.'

Daniel: 'What is the object?'

Mary: 'The object is Louis.'

Poor Daniel! He is chagrined! The class laughs, but Daniel is not at all ready to give up. He resumes the attempt with a manner of stubborn determination.

Daniel: 'Read the clause by itself, putting the subject first.'

Mary: 'You see whom.'

Daniel: 'Well, suppose it read, "You see Louis." Then what would the subject be.'

Mary: 'The subject would be you.'

Daniel: 'And the predicate?'

Mary: 'The predicate would be see.'

Daniel: 'And the object?'

Mary: 'The object would be Louis.'

Daniel: 'But the clause really is, "You see whom." What is the object now?'

⁵

Hattie L. Hawley, *Op. cit.*, pp. 131-135

Mary: 'The object is whom. Oh, I see now why I used whom! I had an objective case.'

So Daniel relaxes happily, Mary understands, the teacher smiles, and the drill proceeds merrily, and not so dully, either.'

Another sentence causes some trouble: 'She asked Helen and myself to go for the flowers.' Some one changes the sentence to: 'She asked Helen and I to go for the flowers.'

The class protests violently.

'How do you think it ought to go, Loretta?' asks the teacher.

'I'd say, "She asked Helen and me to go for the flowers."'

'Can you make Martha see why you are right?'

'Yes, I can!'

Something like the following dialogue takes place:

Loretta: 'What is the subject?'

Martha: 'The subject is she.'

Loretta: 'What is the predicate?'

Martha: 'The predicate is asked.'

Loretta: 'How is Helen used in the sentence?'

Martha: 'Helen is the object of asked.'

Loretta: 'Is there any other object?'

Martha: 'Oh yes, me is the object too.'

Loretta: 'Why is I incorrect?'

Martha: 'I is in the nominative case, and can't be used as the object of a verb.'

Loretta: 'Why is myself incorrect?'

Martha: 'Myself is the intensive form. We don't need it here.'

Martha understands for she really did her own thinking. Loretta feels a warm glow of satisfaction. Both pupils have fixed a little more firmly in their minds some fundamental facts about the use of English. Was the grammar drill so absolutely dull after all?

Wall Charts

Wall charts are helpful in a room. Students may examine them during leisure moments. Frequently they may consult them for direct information. The chart published by McCormick Mathers Company, Wichita, Kansas, illustrates the use of charts as a device in teaching.

Workbooks

Workbooks contain various tests and exercises which are helpful in class discussions. All work should be done in class with supervision. Exercises in workbooks are usually easy to check. Students like workbooks because of the variety which the exercises offer. Sometimes workbooks are called "lazy teachers' devices." The purpose of workbooks is probably abused by some teachers; however, most people will agree that a workbook is a time saver for a busy teacher. Correct habits of usage are formed by a certain amount of drill and practice; therefore, the exercises in a good workbook will prove helpful to an efficient instructor, and the workbook saves her time in that she otherwise would have to build sentences for drill.

The technicality of workbooks in English is another criticism often voiced. The teacher should use her better judgment in making a decision for using a certain workbook. A workbook is an instrument in the hands of the teacher; she need not be a slave to it. She may overcome the technicality of a certain lesson by her presentation of it.

Since workbooks may be such helpful aids, teachers should check workbooks carefully before recommending them. Some good check list should be applied in the selection of a workbook or a textbook.

Check-List of Questions for Consideration
In the Selection of a Textbook in Composition⁶

- Total I. The Viewpoint of the Textbook
- A. Does the author recognize that composition is a social activity?
 - B. Does he recognize the uses of composition in everyday life?
- II. The Author's Style
- A. Is the style stimulating, suggestive, vigorous?
 - B. Is there sufficient concrete detail to develop general concepts?
 - C. Is the exposition clear, accurate, and simple enough to be readily understood?
 - D. Is it suited to the age of child for whom it is intended?
 - E. Does it address itself to the pupil?
- III. Proportion and Organization
- A. Does the author give adequate attention to
 - 1. The motivation of expression?
 - 2. The stimulation of interests and ideas?
 - 3. The selection and organization of ideas?
 - 4. The development of power of expression?
 - 5. The habituation of correctness in speech and writing?
 - B. Does the author give to oral composition the proportion of time dictated by its prominence in the activities of everyday life?
 - C. Does he give to letter writing the emphasis demanded by its practical importance in everyday life?
 - D. Does the author stress the subordinate and contributory function of correctness in speech and writing in relation to the larger purposes of expression?
 - E. Does the author organize his material into sectional divisions large enough to stimulate interest, to give perspective, and to promote well-rounded growth?
 - F. Does the author organize his materials in such a way as to

1. Care for pupils of varying abilities and interests within the same class?
2. Make both teacher and pupil conscious of the ends toward which they are working and degree of progress attained?
3. Provide for flexibility in adapting the assignments to the individual classroom situation?

IV. Motivation

- A. Does the author create in the pupil the desire to express himself?
- B. Does he identify the composition work of the classroom with the expressional activities of life both within and without the school?
- C. Does he keep before the pupil the purpose of each activity in which he is asked to engage?
- D. Does the author stimulate observation and interest in a wide variety of subjects?
- E. Does he arouse the initiative and originality of the student?
- F. Does he emphasize the importance of thinking?
- G. Does he use the social purposes of composition to encourage not merely correct but clear, vigorous, and interesting expression?
- H. Does he identify his composition activities with actual experience instead of merely setting up series of topics for "theme writing"?
- I. Does he promote additional activities among superior pupils?
- J. Does he promote progress by offering numerous means of self-criticism:
 1. By providing standards for the evaluation of one's own writing?
 2. By offering bases of comparison with the work of others?
 3. By furnishing means of comparison with earlier achievement?
- K. Does he throw the responsibility for progress upon the pupil himself?

V. Activities Proposed

- A. General Characteristics

1. Are the activities suggested by the author suitable and interesting to the grades for which they are recommended?
 2. Are they representative of a wide range of experience and thought?
 3. Are there projects suggested which allow for class, group, and individual activity?
 4. Are these projects timely, interest-arousing, and thought-provoking?
 5. Is sufficient direction given for the execution of these projects?
 6. Are the tasks specific, not general?
 7. Are the illustrations pertinent to the pupils' experience?
 8. Does the book contain sufficient practice material for applying principles developed?
 9. Are the practice materials so graded in difficulty as to be easily adaptable to the needs of groups and individuals of varying ability?
 10. Does the book offer a wide range of choice in suggestions for assignments?
 11. Does the author stimulate creative writing among pupils capable of more literary achievements?
 12. Is there plentiful correlation of activities with those of other subjects of study?
- B. Does the text furnish adequate experience in the following language activities of everyday life?
- | | |
|--|--|
| Announcements | Informal discussion |
| Book reviewing | Interviewing |
| Conversation | Letter writing |
| Creative writing | Magazine materials,
use of |
| Current event discussion | Note-taking |
| Debating | Public discussion
according to parliamentary form |
| Dictionary, use of | Reporting speeches or
committee findings |
| Explaining or instructions | Speech making |
| Gathering and re-
porting information | Story-telling |

- C. Does the author offer sufficient aids and devices for
1. Development of vocabulary and use of the dictionary
 2. Development of feeling for phrasing
 3. Development of effectiveness in sentence structure
 4. Selecting and organizing material before writing
 5. Outlining
 6. Development of well-rounded paragraphs
 7. Making of skillful transitions
 8. Effectiveness of beginning and ending.

VI. The Mechanics of Expression

A. Grammar

1. Is the grammatical material motivated by constant relation to actual language situations?
2. Does the author provide for measurement and stimulation of progress both for the individual and for the class?
3. Does he provide for individual diagnosis and remedial work?
4. Is there large stress upon sentence sense and sentence structure with repeated review of the topic?
5. Is the content chosen on the basis of function in accord with the findings of scientific investigations:
 - a. with relatively large stress on points of difficulty such as verb and pronoun?
 - b. with recognition of points of debatable usage?
 - c. with emphasis upon function, not classification (i. e., Are classifications of adverbs into adverbs of degree, cause, manner, etc. omitted, and the use of the adverb versus the adjective stressed? Is power to express thought relationships with exactness made more important than ability to label sentences as compound or complex?)
6. Is there ample provision for repeated drill upon a few specific points instead of inadequate drill upon many non-essentials?
7. Is the program cumulative with adequate provision throughout for review?

- B. Capitalization and punctuation
 - 1. Are the requirements limited to matters of usage in our own day as revealed by the report of the Minimum Essentials Committee of the National Council of Teachers of English?
 - 2. Are distinctions between required and optional usage clearly made?
 - 3. Are ample drill materials provided?
 - 4. Is the program cumulative with adequate provision for review?
 - 5. Does the author provide for measurement and stimulation of progress both for the individual and for the class?
 - 6. Does he provide for individual diagnosis and remedial work?
 - 7. Is there constant provision for use of the skills mastered, in actual writing situations?

VII. Physical Format

- A. Mechanical make-up
 - 1. Is the textbook a good standard size, easily handled by the pupil? (i.e., roughly $5\frac{1}{2}$ x $7\frac{3}{4}$ inches).
 - 2. Is it easily opened and durable in binding?
 - 3. Has the paper a non-gloss surface?
 - 4. Is it heavy enough to insure that print on the opposite side shall not show through?
 - 5. Are the margins wide enough to insure an uncrowded page?
 - 6. Is the page well-spaced so as to emphasize outstanding points?
 - 7. Are the lines not more than 90 mm. long?
 - 8. Is the type dark, plain, and distinct--not less than 10 point?
- B. Attractiveness and effectiveness of form
 - 1. Is the book attractive in appearance?
 - 2. Has it appropriate and effective illustrations?

3. Has it graphic devices for aid in outlining, letter form, word derivations, etc.?
 4. Are the chapter and section captions clear, brief, well-spaced, interesting?
 5. Has the book a usable index?
 6. Has it a suitable table of contents?
 7. Has it a clear and impelling preface, giving the purpose of the author and suggestions for use?
- C. Does the copyright date (issued or revised) suggest that the book is recent enough to reflect modern tendencies in teaching?

Achievement Tests

Achievement tests are good because it is fine for both students and teachers to notice individual improvement. Such tests are of less value in high school subjects than in the elementary grades.

In the elementary school we have reached a fairly definite agreement upon certain minimum essentials in such subjects as arithmetic, silent reading, spelling, and handwriting. In the high school there is far less agreement in regard to the objectives...

When certain exercises are chosen for a test which is to be printed and offered for universal use, it is implied that these exercises should rightfully be included in the educational objectives of that subject. Hence, agreement upon the group of educational objectives to be attained in the field of a subject is a prerequisite for the construction of a satisfactory achievement test in that field. Because of the lack of agreement in regard to the details of educational objectives in high-school subjects, very definite limitations are placed upon the achievement tests.

Another limitation is placed upon the measurement of achievement in the high school by the nature of the outcomes of instruction. In the elementary school skills and memorized facts are prominent among the desired outcomes . . . In the high school the engendering of ideals, attitudes, and perspectives

becomes prominent. These outcomes of instruction are much more subtle than skills or memorized facts. They are much more difficult to measure. It should be frankly recognized that at the present time we are not able to measure them as satisfactorily as we can skills and memorized facts.⁷

Diagnostic Tests

Diagnostic tests are excellent for the teacher in deciding the needs of her pupils. In English there are fundamentals that are prerequisite to successful achievement. Much of this should have been mastered in the grades. If these essentials have not been mastered the diagnostic test will reveal the weakness and it is the duty of the high school teacher to discover and teach these fundamentals.

The possibility of diagnosing students with respect to their achievements is not the same in all grades of the school. A diagnosis cannot be made until students have had some opportunity to achieve. They must have received some instruction on the topic before diagnosis is possible. In the elementary school the students pursue a number of subjects over a period of several years. For example, they study silent reading in all grades. By repeated drill they are trained to be fluent readers. Much the same situation exists in spelling, handwriting, and arithmetic. In the field of each of these subjects there is abundant opportunity for diagnosis with respect to achievement before the period of learning is completed.

In the high school, however, the situation is materially different. As a rule, when a topic has been studied, a student does not return to it except incidentally or in the course of review.⁸

7

Walter Scott Monroe, James Clarence Devoss, and Frederick James Kelly, Educational Tests and Measurements, p. 298.

8

Ibid., p. 300.

The following diagnostic tests, mostly for junior high school are suggested.⁹

1. Briggs English Form Test. Bureau of Publications, Teachers College, New York
2. Pressey Diagnostic Tests in English Composition. Public School Publishing Company, Bloomington, Illinois.
3. Pribble-McCrory Diagnostic Tests in Practical English Grammar. Lyons and Carnahan, Chicago.
4. Purdue Diagnostic English Test (Brandenburg and Stalnaker) Lafayette Printing Company, Lafayette, Indiana.
5. Wilson Language-Error Tests. World Book Company, Yonkers, New York. (Junior high school only.)
6. Pressey Diagnostic Reading Test. Public School Publishing Company, Bloomington, Illinois. (Junior high school only.)

Follow-up Tests

Follow-up tests should be given to see that pupils retain information and to prevent exceptions and to insure habit formation. When tests are given or any diagnosis is made of a student's needs, teaching must follow if use is made of the information gained. Follow-up tests become essential to see if the reteaching has been effective. This is necessary for the student if the material taught is fundamental or has value in the pupil's development. It is also essential that the teacher check up on her success and effectiveness as an instructor.

Survey Tests

Survey tests help the student to see his weaknesses. It helps him to find how he can best profit by the study

Which is to follow. He can see for himself the things he needs to study.

Well-selected standard tests furnish a means of measuring pupil characteristics and the product of instruction, and of comparing pupil achievement and efficiency of instruction in one school with that in another, or with the norms of the tests. Teachers are interested in such comparisons because they are measures of the relative differences between schools. Frequently teachers use standard tests in their classes as a means of determining their own instructional results, as compared with the norms of the tests.¹⁰

Advertisements

Advertisements provide another means for written composition. It is a way of varying the composition assignments. Having students make collections of good advertisements from newspapers is a good way to study advertisements. This device may also be used for news articles, editorials and other phases of journalism considered essential in educating students to read newspapers intelligently. In English classes such work is taught for the purpose of teaching the students to be good consumers of newspapers and not producers. A study of newspapers from the production standpoint is left to the journalism instructor.

News Articles

A study of news articles helps the student to investigate news style. They also enjoy writing editorials.

¹⁰

Ibid., p. 376.

News articles present another way to vary their written composition. A study of good news articles teaches students to be better consumers. This practice will enable him to read the newspaper more intelligently and selectively.

Newspapers

In high schools offering journalism that class usually publishes the school paper. English classes are called upon to submit articles at various times and may be permitted to publish one issue of the paper. Preparing the entire paper gives the students an opportunity to engage in the different types of writing for the newspaper. It appeals to them because they see their work in print. They see why they should write interestingly and accurately. Newspapers may also be worked out in connection with a study of literature. In most village and rural consolidated the papers are mimeographed. This provides good training for the pupils as they are responsible for organizing and making up the paper as well as preparing the material. When the papers are printed in a print shop the students feel that their responsibility has ended when their copies are prepared and given to the printer. Such small schools do not have printing shops, so if the school has a printed paper it is usually printed by some newspaper office. If the school does not have a mimeograph machine or cannot afford a printed paper items in the village or the county newspaper are worthwhile.

Announcements

Oral composition may be improved through announcements. The students may listen to good announcements and they may also be trained to make good announcements. Assignments may be made in the form of announcements.

Assembly Programs

Students take great pride in their class work if they realize that they will have an opportunity to appear in an assembly. The assembly may be planned by the students themselves and may be an outgrowth of their class work, in English. Projects in dramatization, plays written by the students, well told stories either original or from good literature, appropriate poetry for certain occasions or original poetry are examples of materials any teacher of English may find valuable.

Booklets

Students also like to see their work on display. Booklets provide an attractive way to display their written work. This work may be based on some study of literature thus using the work they have studied in literature classes and also providing written composition. Students like to illustrate lessons in literature with pictures cut from magazines and with their own drawings. Themes about certain lessons in literature with the student's own illustrations make a booklet he is fond of showing.

One high school class became very much interested in theme assignments when the teacher mentioned that each theme they wrote would be a chapter in a book. Theme subjects were suggested so each student's themes for the semester constituted his autobiography. When a student wrote a theme it was handed to the teacher for correction. After being marked by the teacher, themes were handed to the students for copying. Both the original and the final copy made by the student were filed by the teacher. At the end of the semester each student bound his themes together and proudly carried home not a set of themes, but a book which he had actually written. This project was suggested on page 87 of Sharp's English Exercises, Book II. The assignment as it was given in the workbook follows:

EXERCISE SEVENTY-TWO

Theme Subjects

Theme subjects for the term will be so assigned that all of them will constitute an autobiography. From two pieces of cardboard or a large sheet of heavy manilla paper you will make the covers for your book, with a title and suitable decorations. Illustrate the chapters of your autobiography with kodak pictures, picture post cards, or illustrations clipped from magazines. Make a title page and table of contents. Each theme will be a chapter. The following subjects are suggested, but you will attempt to secure more attractive titles:

Chapter I

An incident (before my birth)
from the history of my
family

An interesting ancestor of
mine

A happening (before my birth)
which tested the character
of my mother or father

How my family came, many
years ago, to this state,
to this country, or to
this community

Chapter II

my first toy

My earliest recollection

My first punishment

A bright saying or per-
formance of my infancy

Chapter III

My first day in school

How I learned to read

My first spelling lesson

Chapter IV

My brother

My sister

Being one of a large family

Being an only child

Chapter V

Our home

A picturesque scene we
visited

Chapter VI

My chum

My hobby

My pet aversion

Chapter VII

My first night away from
home

My first night away from
my family

My narrow escape

Chapter VIII

The kind of book I
like to read

My favorite form of
recreation

My favorite holiday

My pet superstition

Chapter IX

My favorite study and
why

The kind of boy (or girl)
I admire

My opinion of "flappers"

My opinion of "cake-
eaters"

Chapter X

My future vocation and
why I chose it

Why I want an education

Chapter XI

My habit that I tried
to break

My habit that I tried
to form

Chapter XII

A practical joke in
which I participated

The meanest act I ever
did

Chapter XIII

The first money I ever
earned

My first appearance on
the stage

Chapter XIV

The most exciting
moment of my life

Chapter XV

How I help with the
work at home

My most difficult
study and why

How I study

Chapter XVI
My next summer--What
shall I do with it?

Chapter XVII
What I think of term
examinations
What I think of high
school football

Chapter XVIII
My worst fault
My chief virtue
The thing of which
I am most proud

Chapter XIX
The pet I like best

Chapter XX
My club
My gang
What I am making of
life

Class Criticisms

A discussion of well written material is interesting to an English class. Noticing carefully examples of good English composition helps each student to notice his errors and to learn better ways of expressing his thoughts. Some teachers consider of questionable value student correction of errors made by individual class members. It is true hard feeling may arise when criticism is improperly conducted; when the proper attitude is developed and a friendly rivalry exists students may be motivated, made conscious of their personal errors, and correct habits of better usage developed.

Conversations

High school students often express a desire to be able to converse freely. Conversations provide an interesting socialized recitation. If the class is large it is often best to divide them into smaller groups and allow them to discuss certain topics. After several recitations of this type all the students apparently enjoy

such a class period. Many teachers find it very beneficial as it provides a life situation. It is important that a student know how to express his thoughts to others. In beginning a recitation of this type it is well at first to suggest a beginning topic. It is surprising how the students follow their conversational leads. The following conversation questionnaire is quite helpful for students.¹¹

Conversation Questionnaire

1. Do you talk about matters of interest to all the group?
2. Do you suit your voice to the group?
3. Do you adapt your language to the occasion, trying at all times, however, to be correct and refined in your speech?
4. Are you careful not to let curiosity or lack of anything else to say lead you to ask embarrassing personal questions?
5. Do you carry on secret conversation that embarrasses others?
6. Do you enjoy making clever but sarcastic remarks that discomfort other people?
7. Do you refrain from unfriendly arguments in conversation?
8. Do you refrain from correcting other people's remarks?
9. Do you look bored? Do you expect everybody to entertain you?
10. Do you follow conversational leads and try to carry your share of responsibility?
11. Do you monopolize a conversation?
12. Are you a good listener?
13. Do you have a breadth of interests and fund of information that you are willing to share?
14. Are you considerate of others in your manners and in your remarks?
15. Do you always talk about your troubles?

¹¹

Canby, Opdyckle and Gillum, High School English, Book II, p. 53.

16. Do you peddle gossip?
17. Do you think before instead of after you speak?
18. As you grow older, will you try to refrain from "talking shop" at all times?

Games may sometimes be used in the school room to train pupils in the art of becoming good conversationalists. The following games listed could be adapted to classroom use.

Group Conversation¹²

Arrange chairs in groups of five with a hostess named for each group who introduces guests as they arrive in her group, sees that every guest joins in the conversation and that no guest usurps the conversation, and bids her guests farewell as they depart. The groups should remain similar in number; as two guests depart to go to one group, they are replaced by two others from another group. Let the conversation be upon current events or cultural topics.

A Progressive Conversation¹³

Arrange chairs in a line of two's facing the platform. Let the class select both a host and a hostess who will aid in putting all at ease. Boys will choose partners, whom they place to their right.

Discuss the various general topics suggested by the teacher who goes from couple to couple to ascertain the particular phase of the subject under discussion.

This 'causerie' should be conducted according to the following informal rules:

1. Talk only upon the given subjects.
2. Partners talk to no one but each other.
3. Boys progress at signal from the teacher, the host, at the first progression, going from the head of the line to the foot.
4. Boys express appreciation of the talks to partners they are leaving, and extend a few words of greeting to partners they join.

¹²

Alice Evelyn Craig, The Speech Arts, p. 342.

¹³

Ibid., p. 342.

Educators generally agree that the schools are to prepare pupils for life. An English teacher may assume the responsibility of teaching certain things which will aid a student in making a success of his social life as well as in business. Each child should know the proper way to make introductions. He should also know something of the etiquette of telephone conversations. The English laboratory is one proper place for him to secure such information.

Self-Marking Charts for Oral English

It is interesting to have students rate themselves in oral English at the beginning of a semester and again at the end of the semester. By doing this they become conscious of their needed improvements, and each student tries to improve his oral compositions. The following chart was taken from a text by Canby, Opdyckle and Gillum, High School English.¹⁴

Self-Marking Chart for Oral English

Ex.-Excellent V.G.-Very Good Un.-Unsatisfactory					
	Ex.	V. G.	Fair	Poor	Un.
I. Posture	:	:	:	:	:
Standing	:	:	:	:	:
Sitting	:	:	:	:	:
Walking	:	:	:	:	:
II. Manner or Poise	:	:	:	:	:
Do I appear at ease?	:	:	:	:	:
Do I play with my hands	:	:	:	:	:
Do I move about constantly?	:	:	:	:	:
Do I appear interested in subject matter and in audience?	:	:	:	:	:

¹⁴

Canby, Opdyckle, and Gillum, High School English, p.

Self-Marking Chart for Oral English (continued)

Ex.-Excellent		V. G.-Very Good		Un.-Unsatisfactory	
		Ex.	V. G.	Fair	Poor Un.
Do I seem courteous and friendly?		:	:	:	:
III. Voice		:	:	:	:
Do I breathe naturally?		:	:	:	:
Do I adapt my voice to the room and to the group?		:	:	:	:
Is my voice clear or husky?		:	:	:	:
Is it pleasant?		:	:	:	:
harsh?		:	:	:	:
whiny?		:	:	:	:
antagonistic?		:	:	:	:
shrill?		:	:	:	:
nasal?		:	:	:	:
monotonous?		:	:	:	:
Do I clear my throat constantly, or have other bad habits?		:	:	:	:
Do I speak too rapidly?		:	:	:	:
too slowly?		:	:	:	:
Do I enunciate clearly?		:	:	:	:
Do I have good pronunciation?		:	:	:	:
Do people have to ask me to repeat?		:	:	:	:
IV. Subject Matter		:	:	:	:
Do I know my subject?		:	:	:	:
Do I plan what I say?		:	:	:	:
Do I wander from my subject?		:	:	:	:
Do I make myself clear?		:	:	:	:
Do I make myself interesting and forceful?		:	:	:	:
Am I afraid of natural pauses?		:	:	:	:
V. English		:	:	:	:
VI. Reaction		:	:	:	:
Do my listeners seem to enjoy, or to be impressed?		:	:	:	:
Am I a good listener?		:	:	:	:
Do I profit by self-criticism and by criticism of others?		:	:	:	:
Do I offer criticism courteously?		:	:	:	:
Am I showing improvement?		:	:	:	:

ERROR CHART (continued)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
26. Change in time or tense		:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
27. Error in letter forms		:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
28. Error in title		:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

Examples from Literature

In addition to showing pupils correct form this is a very good way to cultivate a desire for good literature instead of cheap literature. It is fine to point out beautiful sentences as it helps pupils to improve their sentences and to appreciate well written sentences. Students often bring to class stories which they consider thrilling and more interesting than stories presented in the English class. This affords the English teacher an opportunity to point out by comparison and contrast the beauty and value of the better literature and thereby develop a higher appreciation for the things that are worthwhile.

Letters

Most teachers agree that letters are the most important form for written composition. Written composition for the greatest number of students will consist of letters in the future. Many interesting ideas may be brought out in letters to people of different ages. They should also write different types of letters. Letters give training

in written expression and at the same time offer training in a form which it is necessary to use. Most authorities claim that students should write letters to real people rather than writing to some imaginary person merely for the purpose of getting in his written assignment.

Projects

Students of the upper grades enjoy projects. Projects are good for long time assignments. They may work out several different projects on one subject.

A project is a purposeful activity. In it is always a problem. Our problems, the problems we are really interested in, come to us in the doings of the day, in our experiences. . . .

The teacher must make the pupils see a real social situation, must make them see and feel that they have a duty toward a person, a community, a society, a gang, a class, a team, a club

Teachers should not be led to believe that asking children to go to the encyclopedia or to the reference library for information in which they have no interest, and having them compile a story from such sources, is a project. If the child's interest has been aroused and if he is of his own accord seeking in order to learn more about the subject, it is well for the teacher to guide his search. Further, the results of that search may well be embodied in a speech or a paper if such self-expression will entertain, instruct, or persuade an audience. This type of work is a real project. The problem that is being solved must be the child's own problem, one that has come out of his experience or that has become a part of his experience through the skilled work of the teacher.

The project method is of the highest importance in the teaching of self-expression through oral and written language. In no subject is it more likely to be abused. Used with wisdom it is invaluable; ¹⁵used heedlessly it approaches the pernicious.

¹⁵

Blaisdell, Ways to Teach English, Chap. 10, p. 96.

Dr. Clyde M. Hill gave the following advantages and disadvantages for the project method:¹⁶

Advantages -

1. Projects concentrate on the pupils' needs.
2. Projects make better use of material.
Subject matter feeds into all.
3. Projects provide for students of different ability. (Teachers tend to let pupils specialize within the project instead of engaging in wide range.)
4. By using projects the teacher is given the opportunity to see student differences and interests.
5. Projects avoid standardizing human products and measuring all by the same standards.
6. Some claim projects make the school a more interesting place to be.

Disadvantages -

1. If the teacher concentrates on the child, the child concentrates on himself.
2. Projects dissipate the powers and waste the academic students.
3. Projects lead to few people working.
4. Projects lead to variation in schools.
5. Projects lead parents to believe school is play.

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Clyde M. Hill, Lecture at Oklahoma Agricultural and Mechanical College, July 16, 1937.

CHAPTER III

RESULTS

The results of this study are given under five headings: (1) rating of devices, (2) frequency of use, (3) comments, (4) additional suggestions and (5) personal conferences. One hundred twenty-five questionnaires were mailed to teachers of English in grades seven to twelve in village and rural consolidated schools in north-eastern Oklahoma and forty-seven returns were received. After receiving and checking replies approximately three weeks were given to personal conferences. The writer visited several schools in person and discussed the completed questionnaire with the teacher after it had been returned, thereby gaining additional information and personal reactions. The results of conferences are given in part seven of this chapter.

I. Rating of devices.

Table I gives the compiled data from the forty-seven questionnaires showing how the teachers of English in these schools rated the devices and materials listed.

Every teacher rated board work and this was the only device rated by all. Forty-six teachers rated all but two; dictionary study and blank filling. Forty-five teachers rated all devices except crossing out incorrect, error recognition, achievement tests, and letters. Three teachers failed to check error correction, and four did

not rate good usage drills, workbooks, and class criticism. Advertisements was checked by fewer teachers than any other device; usually one did not rate this item and sixteen failed to check wall charts. Fourteen did not rate self-marking charts for oral English. Thirteen failed to rate each of the following: flash cards, never again list, setting up exercises, survey tests, and error charts for written composition. Doubtless the failure to rate devices was due largely to the fact that the device had not been used by the teacher. There is always the possibility of failure to understand the meaning of the device when name only is given, but this again is due to unfamiliarity with the device.

The columns in the table showing the number using the device is interesting. This indicates an understanding by several who had not used the device and either considered it of little value or were afraid to use it because of lack of materials. There is a tendency for the teacher to use what she has at hand. Teaching devices must be prepared before class time, for the most part, if used effectively. A device that may be valuable is likely to give poor results if used on the "spur of the moment." Careful planning is essential.

No device was used by all teachers answering the questionnaire, even dictionary study was not rated by one. This may have been an oversight when checking.

TABLE I

A SUMMARY OF NUMBER USING EACH DEVICE
AND THEIR EVALUATIONS

DEVICES	: Number : Number							
	: Using : not		How Rated					
	: Device : Answering							
	Yes	No	1	2	3	4	5	
1. Board Work	44	3	17	15	11	0	0	0
2. Dictation and comparison	38	3	11	14	11	1	0	0
3. Dictionary Study	46	0	19	15	11	0	0	1
4. Error Box	9	28	0	3	3	1	3	10
5. Flash Cards	4	30	1	1	0	2	1	13
6. Good Usage Drills	41	2	18	14	7	0	0	4
7. Good Usage Rhymes	10	25	0	4	5	2	0	12
8. Never Again List	12	22	5	1	5	2	2	13
9. Pupils' Reading Aloud Correct Sentences	40	2	7	21	9	0	0	5
10. Practice	40	2	20	12	6	0	0	5
11. Error Correction	44	0	20	14	6	0	0	3
12. Blank Filling	46	0	17	15	8	3	0	1
13. Crossing Out Incorrect	39	6	10	13	8	7	0	2
14. Error Recognition	42	3	15	15	8	2	0	2
15. Setting Up Exercises	17	17	6	4	5	0	1	13
16. Short Daily Grammar Drills	29	10	18	6	4	0	0	8
17. Socialized Grammar Drills	28	8	10	6	8	2	2	11
18. Wall Charts	15	16	5	3	6	5	0	16

TABLE I (CONTINUED)

A SUMMARY OF NUMBER USING EACH DEVICE
AND THEIR EVALUATIONS

	: Number :							: Number
	: Using :	How Rated						: not
	: Device :							: Answering
DEVICES	: Yes :	No:	1	2	3	4	5:	
19. Workbooks	40	3	23	12	1	2	0	4
20. Achievement Tests	44	1	25	11	5	0	0	2
21. Diagnostic Tests	38	4	4	6	14	4	0	5
22. Follow-up Tests	37	4	23	9	3	1	0	6
23. Survey Tests	25	9	8	9	2	0	0	13
24. Advertisements	23	3	5	10	5	0	0	21
25. News Articles	33	5	7	13	10	1	0	9
26. Newspapers	30	6	6	8	11	1	0	11
27. Announcements	31	6	7	11	8	1	0	10
28. Assembly Programs	26	9	8	11	4	1	0	12
29. Booklets	31	10	7	12	5	4	0	6
30. Class Criticisms	42	1	15	15	8	0	0	4
31. Conversations	36	3	19	10	5	0	0	8
32. Self-marking Charts for Oral English	16	17	6	7	3	0	0	14
33. Error Charts for written Composi- tion	18	16	4	7	5	1	0	13
34. Examples from Literature	40	3	11	16	7	0	1	4
35. Letters	45	0	17	19	6	0	0	2
36. Projects	32	8	10	13	7	1	0	7

Note: 1. Excellent; 2. Very good; 3. Average; 4. Poor;
5. Of no value.

Several devices were used by all teachers who rated the particular device. Forty-six indicated they used dictionary study and blank filling, forty-five used letters, forty-four used error correction and achievement tests. Other devices used by the greater number of teachers in the order of indicated use are: class criticism, error recognition, good usage drill, pupils' reading aloud correct sentences, practice, workbooks, examples from literature, crossing out incorrect, dictation and comparison, and diagnostic tests. The number using the device as shown by results varies from forty-six to four. Only four teachers indicated the use of flash cards as a device for teaching in grades seven to twelve. Nine indicated the use of the error box; ten, good usage rhymes; twelve, never again list; fifteen, the wall chart, and sixteen, self-marking charts for oral English.

Those not using a device varied from thirty who did not use flash cards, twenty-eight who did not use the error box, and twenty-five the good usage rhymes to one who did not use dictionary study, error correction, blank filling, letters, and one who did use flash cards, achievement tests and class criticism.

There are in all thirty-six devices and thirty of the thirty-six were used by eighteen or more teachers. Only four of the devices were not used by eighteen teachers or more. The results indicate a wide usage of

these devices in the type of schools surveyed in this study.

In the scale for rating the following instructions were given: In the column to the right of device check the devices you have used (Rate each according to the following scale: 1. Excellent, 2. Very good, 3. Average, 4. Poor, 5. Of no value.) If you have used check frequency column: 1. If used daily, 2. If used often, 3. If used seldom. In the column to the right under purpose state briefly what you expect to accomplish in using this device. In the additional space please list other devices which you have used.

The results show all devices used in this study to be rated average or above. Only six devices were rated of no value by any teacher. Error box was rated by three teachers of no value; the never again list and socialized grammar drills were rated as of no value by two teachers; and flash cards, setting up exercises and examples from literature were placed in the "of no value" column by one teacher each. In the column for "poor" but little evidence is seen for a low rating. Fifteen of the thirty-six devices were not rated as poor by any teacher. The maximum number rating any device as poor was seven for crossing out errors. Five rated wall charts as poor and four placed booklets in that column. Ten of the fifteen devices were rated as poor by only one teacher each.

In the column for "excellent" every device except two is found, that of error box and good usage rhymes. One teacher only, ranked flash cards excellent, five ranked never again list, wall charts and advertisements in the same column. Only four placed diagnostic tests in the excellent list. The devices ranked highest as shown by results are: achievement tests, follow up tests, workbooks, practice, error correction, dictionary study and conversation. Each of these devices was rated first by from nineteen to twenty-five teachers.

Probably the average rank as indicated by the table is that of very good. Every device was given that rank by some teacher. Ninety-three devices were ranked very good by ten or more teachers. Flash cards and never again list were ranked very good by one teacher each.

The column for average rank shows diagnostic tests placed there by fourteen teachers. Board work, dictation and comparison, dictionary study, and newspapers received average rank by eleven teachers each. News articles were placed in the average column by ten teachers. All other devices received nine or fewer average rankings.

Table II shows the opinions of teachers as to the relative importance of devices used in the questionnaire.

TABLE II

THE RELATIVE IMPORTANCE OF DEVICES USED IN
QUESTIONNAIRE AS SHOWN BY THE RANKING
OF FORTY-SEVEN TEACHERS

	: Number:		Above:		:Below:		Number
	: Using :		Aver-:		Aver-:		Not
	: Device:		age		:age		:Answering
DEVICES	: Yes	No:	:	:	:	:	:
1. Board Work	44	3	32	11	0		0
2. Dictation and Com- parison	38	3	25	11	1		6
3. Dictionary Study	46	0	34	11	0		1
4. Error Box	9	28	3	3	4		10
5. Flash Cards	4	30	2	0	3		13
6. Good Usage Drills	41	2	32	7	0		4
7. Good Usage Rhymes	10	25	4	5	2		12
8. Never Again List	12	22	6	5	4		13
9. Pupils' Reading Aloud Correct Sentences	40	2	28	9	0		5
10. Practice	40	2	32	6	0		5
11. Error Correction	44	0	34	6	0		3
12. Blank Filling	46	0	32	8	3		1
13. Crossing Out In- correct	39	6	23	8	7		2
14. Error Recognition	42	3	30	8	2		2
15. Setting Up Exercises	17	17	10	5	1		13
16. Short Daily Grammar Drills	29	10	24	4	0		8
17. Socialized Grammar Drills	28	8	16	8	4		11

TABLE II (CONTINUED)

THE RELATIVE IMPORTANCE OF DEVICES USED IN
QUESTIONNAIRE AS SHOWN BY THE RANKING
OF FORTY-SEVEN TEACHERS

DEVICES	: : Device: : Yes:	Number: Using : No:	Above: Aver-: age	: : Aver-: age	:Below: Aver-: age	Number Not Answering
18. Wall Charts	15	16	8	6	5	16
19. Workbooks	40	3	35	1	2	4
20. Achievement Tests	44	1	34	5	0	2
21. Diagnostic Tests	38	4	20	14	4	5
22. Follow-up Tests	37	4	32	3	1	6
23. Survey Tests	25	9	17	2	0	13
24. Advertisements	23	3	15	5	0	21
25. News Articles	33	5	20	10	1	9
26. Newspapers	30	6	14	11	1	11
27. Announcements	31	6	18	8	1	10
28. Assembly Programs	26	9	19	4	1	12
29. Booklets	31	10	19	5	4	6
30. Class Criticisms	42	1	30	8	0	4
31. Conversations	36	3	29	5	0	8
32. Self-marking Charts for Oral English	16	17	13	3	0	14
33. Error Charts for Written Compo- sition	18	16	11	5	1	13
34. Examples from Literature	40	3	17	7	1	4
35. Letters	45	0	36	6	0	2
36. Projects	32	8	23	7	1	7

The results as shown in this table indicate a high ranking of devices with but few exceptions. All are predominately above the average with the exception of error box, flash cards, good usage rhymes, never again list, and wall charts. All rankings below the average are small.

The sum of the number ranking does not conform to the number using the device because several who did not use ranked the device and some who used failed to rank.

Table III is a summary of the number of teachers using each device and also the frequency of use. In the frequency of use column those checking the questionnaire were asked to use the following code: 1. If used daily, 2. If used frequently, and 3. If used seldom.

The results show that nine teachers use board work daily, twenty-five use it frequently, and eight seldom. More teachers use workbooks, practice, short daily grammar drills, and error correction than any of the other devices. All but eleven of the devices are used by at least one teacher daily. Those not used by any teacher daily are error box, flash cards, good usage rhymes, never again list, diagnostic tests, advertisements, announcements, assembly programs, and newspapers. It is evident that many of these devices should not be used daily. For frequent use, error correction heads the list, followed by good usage drills, dictionary study, blank filling, board work, follow up tests, and class criticisms, as

shown by the number of teachers who state they use such devices frequently. All devices except one are used by one or more teachers frequently except the error box. No teacher claims to use this device frequently. Only one teacher uses the flash cards frequently and only two the good usage rhyme. Twenty-five of the devices are used frequently by ten or more of the forty-seven teachers.

In the column for seldom use it is found that every device is used seldom by two or more teachers. More teachers use the news articles seldom than any other device. While it is used by twenty-two teachers seldom it is used by nine frequently and by one daily. Good usage rhymes are used by no teacher daily, by two frequently, and by eight seldom. Good usage drills are used by six teachers daily, by twenty-nine frequently, and by four seldom. A comparison of the frequency of use of each of these devices can be made easily from Table III. Probably the best use of each device so far as frequency is concerned is shown by the way the greatest number of teachers use them. A few of the devices can be used effectively each day while others should be used frequently and others seldom.

The value of a device for instructional purposes may be indicated by the ratings of teachers while the best use of frequency may conform to the frequency of use. Some teachers rate a device as excellent and at the same time

use it seldom. This is doubtless correct as some devices are excellent if used seldom and would lose their value entirely if used daily or even frequently. Other devices may be used daily with excellent effect. If used seldom their value would vanish. From Table IV an illustration of the above is found. In board work seventeen rate it excellent, and only nine use it daily. Dictionary study is ranked excellent by nineteen teachers and used daily by four; twenty-eight use it frequently. In these results it will be seen that more teachers use the devices frequently than either daily or seldom. It appears that daily use and seldom use very well balance for these devices.

TABLE III

A SUMMARY OF NUMBER USING EACH DEVICE AND
THE FREQUENCY OF USE

DEVICES	: Number		Frequency:			Number
	: Using		of			: Not
	: Device	Use	:	:	:	Answering
	: Yes	: No	: 1	: 2	: 3	
1. Board Work	44	3	9	25	8	0
2. Dictation and Comparison	38	3	5	18	13	6
3. Dictionary Study	46	0	4	28	12	1
4. Error Box	9	28	0	0	6	10
5. Flash Cards	4	30	0	1	3	13
6. Good Usage Drills	41	2	6	29	4	4
7. Good Usage Rhymes	10	25	0	2	8	12
8. Never Again List	12	22	0	4	8	13
9. Pupils' Reading Aloud Correct Sentences	40	2	4	20	12	5
10. Practice	40	2	19	21	2	5
11. Error Correction	44	0	11	30	3	3
12. Blank Filling	46	0	8	27	7	1
13. Crossing Out Incorrect	39	6	3	22	11	2
14. Error Recognition	42	3	7	24	8	2
15. Setting Up Exercises	17	17	2	7	5	13
16. Short Daily Grammar Drills	29	10	13	11	3	8
17. Socialized Grammar Drills	28	8	10	14	10	11
18. Wall Charts	15	16	2	3	10	16
19. Workbooks	40	3	17	16	3	4

TABLE III (CONTINUED)

A SUMMARY OF NUMBER USING EACH DEVICE AND
THE FREQUENCY OF USE

DEVICES	: Number Frequency: Number					
	: Using		of		: Not	
	: Device		Use		: Answering	
	:Yes:	No	: 1	: 2	: 3:	
20. Achievement Tests	28	8	10	14	10	11
21. Diagnostic Tests	38	4	0	19	16	5
22. Follow-up Tests	37	4	3	26	6	6
23. Survey Tests	25	9	0	10	9	13
24. Advertisements	23	3	0	7	14	21
25. News Articles	33	5	1	9	22	9
26. Newspapers	30	6	0	8	18	11
27. Announcements	31	6	0	9	17	10
28. Assembly Programs	26	9	0	10	14	12
29. Booklets	31	10	1	14	14	6
30. Class Criticisms	42	1	6	25	9	4
31. Conversations	36	3	6	22	6	8
32. Self-marking Charts for Oral English	16	17	0	13	2	14
33. Error Charts for Written Composition	18	16	3	6	7	13
34. Examples from Liter- ature	40	3	2	23	11	4
35. Letters	45	0	3	22	17	2
36. Projects	32	8	3	12	14	7

Note: 1. Used Daily; 2. Used Often; 3. Seldom Used.

TABLE IV

A SUMMARY OF NUMBER USING EACH DEVICE, THE
RATING AND THE FREQUENCY OF USE OF THIRTY-SIX
DEVICES CHECKED BY FORTY-SEVEN TEACHERS

DEVICES	:Number :		Rating					Frequency		
	:Using :							: of		
	:Device :							: Use		
	:Yes:	No :	1 :	2 :	3 :	4 :	5 :	1 :	2 :	3 :
1. Board Work	44	3	17	15	11			9	25	8
2. Dictation and Comparison	38	3	11	14	11	1		5	18	13
3. Dictionary Study	46		19	15	11			4	28	12
4. Error Box	9	27		3	3	1	3			6
5. Flash Cards	4	30	1	1		2	1		1	3
6. Good Usage Drills	41	2	18	14	7			6	29	4
7. Good Usage Rhymes	10	25		4	5	2			2	8
8. Never Again List	12	22	5	1	5	2	2		4	8
9. Pupils' Reading Aloud Correct Sentences	40	2	7	21	9			4	20	12
10. Practice	40	2	20	12	6			19	21	2
11. Error Correction	44		20	14	6			11	30	3
12. Blank Filling	46		17	15	8	3		8	27	7
13. Crossing Out Incorrect	39	6	10	13	8	7		3	22	11
14. Error Recognition	42	3	15	15	8	2		7	24	8
15. Setting-up Exercises	17	17	6	4	5		1	2	7	5

TABLE IV (CONTINUED)

A SUMMARY OF NUMBER USING EACH DEVICE, THE
RATING AND THE FREQUENCY OF USE OF THIRTY-SIX
DEVICES CHECKED BY FORTY-SEVEN TEACHERS

	:Number :							: Frequency			
	:Using :				Rating			: of			
	:Device :							: Use			
DEVICES	:Yes:	No :	1 :	2 :	3 :	4 :	5 :	1 :	2 :	3 :	
16. Short Daily Gram- mar Drills	29	10	18	6	4			13	11	3	
17. Socialized Gram- mar Drills	27	8	10	6	8	2	2	10	14	10	
18. Wall Charts	15	16	5	3	6	5		2	3	10	
19. Workbooks	40	3	23	12	1	2		17	16	3	
20. Achievement Tests	44	1	25	11	5			3	24	14	
21. Diagnostic Tests	38	4	16	14	4				19	16	
22. Follow-up Tests	37	4	23	9	3	1		3	26	6	
23. Survey Tests	25	9	8	9	2				10	9	
24. Advertisements	23	3	5	10	5	1			7	14	
25. News Articles	33	5	7	13	10	1		1	9	22	
26. Newspapers	30	6	6	8	11	1			8	18	
27. Announcements	31	6	7	11	8	1			9	17	
28. Assembly Pro- grams	26	9	8	11	4	1			10	14	
29. Booklets	31	10	7	12	5	4		1	14	14	
30. Class Criti- cisms	42	1	15	15	8			6	25	9	
31. Conversations	36	3	19	10	5		1	6	22	6	

TABLE IV (CONTINUED)

A SUMMARY OF NUMBER USING EACH DEVICE, THE
RATING AND THE FREQUENCY OF USE OF THIRTY-SIX
DEVICES CHECKED BY FORTY-SEVEN TEACHERS

DEVICES	:Number :		: Rating :					: Frequency :		
	:Using :		: of :					: Use :		
	:Device :		: Use :					: Use :		
	:Yes:	No :	1 :	2 :	3 :	4 :	5 :	1 :	2 :	3 :
32. Self-marking Charts for Oral English	16	17	6	7	3			13	2	
33. Error Charts for Written Compo- sition	18	16	4	7	5	1		3	6	7
34. Examples from Literature	40	3	11	16	7		1	2	23	11
35. Letters	45		17	19	6			3	22	17
36. Projects	32	8	10	13	7	1		3	12	12

Note: Rating Scale - 1. Excellent; 2. Very Good;
3. Average; 4. Poor; 5. Of no Value.
Frequency - 1. Used Daily; 2. Used Often;
3. Used Seldom.

ADDITIONAL DEVICES
LISTED BY TEACHERS WHEN CHECKING
THE QUESTIONNAIRE

DEVICES	Number List- ing	Rat- ing	Fre- quency	PURPOSE
1. Don't Say List	1	2	1	Error recognition
2. Workbooks with self-checking device	2	2	1	To learn technique
3. Group stories	1	2	3	All write on same subject. Select best parts and com- pose a group theme
4. Introduction followed by conversation	1	2	3	Poise - Oral English
5. Story telling	1	2	3	To tell a story effectively
6. Oral reading	1	2	3	To improve reading ability
7. Oral book reports	2	1-2	3-2	Recommend books to others. The stu- dent's reaction
8. Diagram	2	1	2	Makes a clear picture
9. Sentence Analysis	1	1	2	Aids pupils in clear thinking
10. Let pupils choose their own topics for composition	2	1	2	Interest will be developed
11. Bulletin Boards	1	2	2	Arouse interest in literary persons and subjects
12. Poster work	1	2	2	Pictures help fix facts in mind
13. Scrapbooks	1	2	2	

ADDITIONAL DEVICES (CONTINUED)
LISTED BY TEACHERS WHEN CHECKING
THE QUESTIONNAIRE

DEVICES	Number List- ing	Rat- ing	Fre- quency	PURPOSE
14. Pupils make test questions	1			
15. Make correct speech posters	1			
16. Good English week	1			
17. Child's Experiences	1	1	2	Expression of self
18. Question and Answer Method	1	1	2	Ability
19. Material Suggested by students	1	1	2	Creates interest
20. Games	1	1	2	To enjoy grammar and to use good grammar freely
21. Drawing a difference between the grammar used by various authors, good and cheap literature	1	1	3	
22. Teaching of "Gentleman Tradition" in connection of well spoken English	1	1	3	
23. Experience Meetings	1	1	1	Have each pupil tell about errors in his own speech that he has corrected five times since class last met
24. Editorial Writing	1	2	3	

ADDITIONAL DEVICES (CONTINUED)
LISTED BY TEACHERS WHEN CHECKING
THE QUESTIONNAIRE

DEVICES	Number List- ing	Rat- ing	Fre- quency	PURPOSE
25. Use of Reference Books	1	1	2	Promote student initiative; knowledge acquisition
26. Self Assignment once a week	1	1	1	To hold interest in English work
27. Poetry	1	1	2	To increase reading ability in poetry
28. Reading of fiction, histories, biographies, etc.	1	1	1	To create desire for better reading material
29. Assignment notebooks ¹				To keep important assignments
30. Variation in sentences	1	1	1	To develop fluency in speaking and writing
31. Topic sentences of paragraphs	1	1	1	To teach logical development
32. Word study files - good usage files	1	1	1	To keep up-to-date
33. Punctuation sheets	1	1	2	To formulate fundamental rules
34. Outlines	2	1-1	1	To teach thought and thinking through organization. Complete thorough work
35. Debates	1	1	2	Briefs - practice in outlining. Debates - practice in
36. Written Book Reviews ¹		1	2	oral composition

Purposes of Devices Used by Teachers
as Stated in Questionnaires

Number Listing	Purposes - Board Work
5	Working knowledge of lists, diagrams, outlines, analyses.
1	For lack of supplementary material and for example.
6	Visual aid.
2	Make relationships clear.
1	Variation from workbook monotony.
4	Drill for mastery.
1	Test ability
3	Puts work before entire group.
2	To focus attention on an error.
1	To see how student goes about his work.
1	Study of parts of speech.
1	Correction of work so class may see it.
1	Introducing new work.
1	To increase grammatical efficiency by pupil examples.
1	For explanation
1	It seems to hold interest and to reach the slow more than any other. The eye seems to become practiced in best usage and this helps composition.

Number Listing	Purposes - Dictation and Comparison
1	Gives teacher a very good idea of students' working knowledge of English.
7	Ability to listen, ability to spell, desire to excel.

Number
Listing

- 1 Accuracy
- 1 Help in grading
- 1 Law of use
- 3 Affords practice
- 3 Drill for mastery
- 2 Test ability
- 1 Comprehension
- 1 Emphasis for better forms
- 2 Establish correct habits
- 1 Improve oral speech
- 1 Sentence sense
- 1 Interest
- 2 Rate themselves
- 1 Individual improvement
- 1 Additional material not in text
- 1 To teach minimum essentials

Number
Listing

Purposes - Dictionary Study

- 1 Makes student word conscious
- 15 Enlarge vocabulary
- 2 Ability to spell
- 5 Habit of research
- 2 To know certain fundamentals
- 6 Familiarity with dictionary as a tool
- 1 Oral compositions

Number
Listing

- 4 Use of words
- 3 Pronunciation
- 2 Enable pupils to be independent
- 2 Word meaning
- 1 History of words

Number
Listing

Purposes - Error Box

- 2 To make student more conscious of our mistakes
- 1 Help to avoid errors
- 1 Error Recognition
- 1 Class improvement

Number
Listing

Purposes - Flash Cards

- 1 Increase interest
- 1 Class improvement

Number
Listing

Purposes - Good Usage Drills

- 14 Improving speech habits
- 1 Habit of listening for mistakes
- 3 Progressive Usage
- 5 Practice
- 4 Drill for mastery
- 1 Firm foundation
- 1 Function of words

Number
Listing

Purposes - Good Usage Rhymes

- 2 Mechanical memory device

Number
Listing

- 1 To give a background
- 1 Correct Usage
- 1 Novelty appeals to some
- 1 Class improvement

Number
Listing

Purposes - Never Again List

- 1 Self-dependent
- 5 To develop self-criticism

Number
Listing

Purposes - Pupils' Reading Aloud
Correct Sentences

- 1 Accuracy and thought
- 2 Training in oral recognition of errors
- 1 To overcome ("It doesn't sound right.")
- 3 Aural training in sentence sense
- 5 Form habit of correct usage
- 1 Comprehensive idea
- 6 Use the ear and eye together to greater learning
- 1 Individual improvement

Number
Listing

Purposes - Practice

- 6 Familiarity with accepted usages
- 1 Create interest
- 11 Establish correct habits
- 1 Drill
- 1 Promotes accuracy

Number
Listing Purposes - Error Correction

- 12 Ability to check errors
- 4 To improve accuracy
- 6 Attempt to establish accepted usages

Number
Listing Purposes - Blank Filling

- 7 Automatic correct speech
- 7 Drill and aid in recognition
- 1 Law of repetition
- 7 Testing habitual usage
- 1 Quick observation

Number
Listing Purposes - Crossing Out Incorrect

- 4 Ability to see the difference between right
 and wrong words
- 8 To recognize correct
- 6 Testing habitual usage
- 1 Usage drill
- 1 Promotes thinking

Number
Listing Purposes - Error Recognition

- 2 Habit of watching for mistakes
- 8 To recognize correct
- 5 Testing of habitual usage
- 1 Makes pupils word conscious
- 1 Promotes accuracy
- 1 To develop individual initiative

Number
Listing Purposes - Setting-up Exercises

- 4 To secure correct usage
- 1 Practice in good English
- 1 Serves as review

Number
Listing Purposes - Short Daily Grammar Drills

- 8 Repetition for correctness
- 1 Develops memory
- 1 Makes pupils word conscious
- 2 To overcome persistent errors
- 1 Review

Number
Listing Purposes - Socialized Grammar Drills

- 5 Practical usage
- 2 Involves interest of whole class
- 1 To establish correct speech habits
- 2 Promotes accuracy and good fellowship

Number
Listing Purposes - Wall Charts

- 1 Incite research
- 2 For self-criticism
- 2 To have correct form before them all the time
- 2 Let pupils help themselves
- 2 Correct usage
- 3 Visual aid

Number
Listing Purposes - Workbooks

- 2 Correct speech, confidence

Number
Listing

- 3 Accuracy
- 14 Drill
- 3 Time saver for teacher in class instruction
- 2 To increase interest
- 2 Good for supplementary work
- 1 To hurdle difficulties

Number
Listing

Purposes - Achievement Tests

- 16 To determine pupil ability
- 4 To stimulate pupil interest
- 1 To enable pupil to rate own standing

Number
Listing

Purposes - Diagnostic Tests

- 16 To find what student needs

Number
Listing

Purposes - Follow-up Tests

- 16 To test efficiency of remedial teaching

Number
Listing

Purposes - Survey Tests

- 6 To find ability of new students
- 1 To classify pupils according to needs
- 1 To plan work to best advantage

Number
Listing

Purposes - Advertisements

- 7 Ability to recognize what is good
- 1 Choice of words
- 1 Sentence mastery
- 1 Avoid monotony

Number
Listing

- 1 For simple and effective composition
- 1 Visual and comparative value

Number
Listing

Purposes - News Articles

- 13 Thought producing
- 3 Creates desire for reading
- 1 Motivates composition

Number
Listing

Purposes - Newspapers

- 7 Thought producing
- 3 Creates desire for reading
- 1 Motivate composition
- 1 Vocational knowledge

Number
Listing

Purposes - Announcements

- 7 Practical knowledge
- 1 Sentence mastery
- 1 Avoid monotony
- 3 To present in an effective way necessary information

Number
Listing

Purposes - Assembly Programs

- 2 Ability to lead
- 4 To create interest
- 4 Practical use
- 3 Training in power of expression
- 1 Stress general needs of student
- 2 To entertain and instruct

Number Listing	Purposes - Booklets
3	Information and comparison
3	Neatness - artistic - for display
2	Individual differences
2	Variation from monotonous program
7	To give pupil practice in material organization
Number Listing	Purposes - Class Criticism
13	To arouse individual pride and a desire to improve
6	To promote social development
2	Error recognition
Number Listing	Purposes - Conversation
9	To promote social development
8	Self-improvement
Number Listing	Purposes - Self-marking Charts for Oral English
3	To create self-interest on part of student
3	Individual improvement
Number Listing	Purposes - Error Charts for Written Composition
3	Reveal more common errors
10	Self-improvement
Number Listing	Purposes - Examples from Literature
8	To promote thought - comparative value
6	Improvement in better composition
4	Appreciation

Number Listing	Purposes - Letters
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- | | |
|----|--------------------------|
| 16 | To prepare for later use |
| 3 | Individual improvement |
| 1 | Motivate composition |
| 1 | Practical creative work |

Number Listing	Purposes - Projects
-------------------	---------------------

- | | |
|---|--------------------------------------|
| 2 | Learn to do by doing |
| 4 | Group and individual improvement |
| 1 | Cultivates creativeness |
| 6 | To create interest |
| 1 | Practice in organization of material |
| 1 | Discovery of talents |

PERSONAL CONFERENCES

The following notes from personal conferences give the opinions of a few of the teachers interviewed. Different attitudes toward essentials are also brought out in these discussions. It will be noticed that there is a difference in opinion regarding several devices. These differences are probably due to past failures or past successes of the teacher.

L. D. is a teacher with two years experience who has used board work frequently and thinks it is very valuable. The students put the work on the blackboard; after the work has been corrected by the teacher the pupils correct their papers using the board work as a key. This teacher thinks dictation helpful in training high

school students for college because it teaches them to pay attention, to listen for significant items, and to take notes. He begins reading rather slowly and increases as the pupils are able to take notes faster.

L. D. Thinks dictionary study good because it affords a study of the language. He wants his students to recognize the beauty of the language. They study prefixes, suffixes, and word arrangement so that a student may look at a word and know something about it before looking it up. "I think the Error Box is a good idea even though I have never used it. I think flash cards are better for junior high. I haven't used the Never Again List. I teach practical grammar. I think diagramming is fine but practical usage is better. I teach idioms for habit formation," said L. D. L. D. often uses review sentences typical of daily grammar. He thinks short drills a fine idea; he reviews but not daily. He uses rhymes to teach the parts of speech. He arranges different tests for different students. According to this teacher oral talks are more important than written themes. He requires one each week. He strives to teach good manners with conversation and stresses mannerly criticism. Occasionally his classes have a conversation day. They are divided into groups. The best students act as referees and the different groups converse, the referees check the number of errors. When the class has written themes each pupil hands

in two themes--the theme from the week before and the new one. L. D. rated the following devices as fine:

Wall Charts - "They can't do harm."

Workbooks

Follow-up tests (Use different tests)

Advertising

Announcements

Assembly Programs

Booklets

News Articles (for precise writing)

He believes he is accomplishing something in creating a desire for good literature. He contrasts the language in good literature and poor literature. Often times his students answer roll call with some excerpt from a good book. He finds that offers inspiration for better speech as well as stimulating thought about good literature. He constantly encourages his students to "copy good speech."

M. B., an experienced teacher, considers board work as very valuable. She has used dictation and considers it as one of the best devices. She didn't use it this year and she feels that is the reason for a lower standard of work among her pupils. When she uses this device she dictates five or ten sentences. Sometimes they are corrected in class, often they do the work at some other time. They write the sentence and they hear it. It makes

a double impression. She uses dictionary study as a project. She likes it because the pupils become word conscious. It arouses close observation. An error box has some values but must be closely watched. Pupils allow prejudices to enter in and delight in correcting certain individuals. She doesn't like error recognition as she feels teachers should avoid giving the errors, and she feels that one should avoid using names in class criticism. She hasn't used flash cards or rhymes. Having pupils read aloud has some value in that they get the sound and see the correct thing. She uses short daily grammar drills for a specific purpose. She likes the workbook Essentials in English. It is a self-checking system. She feels that it helps poor students to gain confidence and it is a review for the other students. The socialized drill is important--it motivates grammar for everyday use. Tests are important as they offer a proof for the needs. She teaches one unit on the newspaper and the class writes news articles, advertisements, etc. They take the best contributions from the class and that issue of the school paper comes entirely from their class work. She finds that this arouses interest in the class. She teaches note taking in connection with their assemblies. The class doesn't sponsor the programs. Booklets are used in their units on literature. She rates them as good. She does not like class criticisms because students are prone to make the same mistakes and shouldn't

criticize their classmates when they are guilty of the same mistakes. She hasn't used conversations. Examples from literature help in the study of grammar. Letters offer a unit work in her plans. Her English II class studied creative writing. They wrote a play and gave the play in assembly. Parts of the book "Seventeen" were used.

C. W. has had three years experience. Pupils derive value from board work because they can see the work. It is helpful to the teacher for explanation. Board work is especially valuable for lazy students in that they will watch the board when they will not read books. C. W. used dictation very much one year because he did not have adequate blackboards. This device appeals to the auditory minded individuals. Dictation wastes time in that too much time is spent dictating and it doesn't allow enough time for actual correction, it is less exact than other ways of presenting material. Dictionary study is invaluable. Each student should have his own dictionary. C. W. has never used the error box; however, he has used correction of errors orally. Flash cards are usually considered too primary by high school students. Drills can't be used too much. Rhymes are valuable to aid the student in remembering rules. It would be helpful to teachers if a collection of good usage rhymes were available. Never Again Lists are excellent, they also help to improve spelling. Pupils' reading aloud correct

sentences is another device which appeals to the auditory minded person. As for error correction it is a life situation for a part of a life situation is correcting what you know. Blank filling tests and saves time for the teacher. Practice makes perfect. Be careful about presenting the wrong thing to students. Positive teaching is better than negative teaching; however, negative teaching is sometimes necessary. Error recognition is an example of negative teaching. Short daily grammar drills are good to promote accuracy. Socialized drills create interest among the students, but it is a difficult method for the teacher to follow. Wall charts are fine for good students. A good student will study a wall chart, however sometimes a wall chart simply becomes a part of the room and students. Workbooks are good for some, depending on the dexterity of the teacher. All work should be done in class to prevent copying. C. W. favors long-time assignments especially for junior high. This is used in connection with work in composition. Advertisements are informative. Announcements are good as an example of life situations; assignments may be made in the form of announcements. Assembly programs are excellent. Criticisms are good, depending on the teacher's ability to lead. Conversations are very good as socialized drills when properly directed. Error charts are good when students will keep them. Examples from literature afford

paragraph study and create thinking, however thought is emphasized more than technique. Letters are excellent. Writing letters is the most important type of composition because a knowledge of good form for letters is needed in after life. Very few persons will actually write for newspapers in after life but a study of news articles is valuable because it affords a study of newspaper style. It causes them to investigate news style. A newspaper is good as it offers business training and cooperation. Projects are very good, for students learn to do by doing. Self-marking Charts are good to create self-interest. The use of references in projects promotes students' initiative. Students should look up their own books.

E. C. has had a years' experience. This teacher is a firm believer in old-fashioned grammar. He thinks grammar is a growth. Devices are good when it is the proper time to use them. His students were poor in grammar so he spent much time in drilling on grammar and didn't have much time for composition. In one of his classes there was a poor student who was quite an influence in the class. This student didn't understand how English could be helpful. The teacher explained the practical value of English; he explained how it would mean "dollars and cents to the individual during his lifetime." The student worked hard on English the remainder of the year and his influence on the other members

of his class was quite noticeable. In this school the teacher alternated the study of grammar and literature. One week they studied grammar and the next, literature. It is difficult to find time to grade themes as they should be graded.

H. R. has taught two years. Contrary to the beliefs of some of the other teachers interviewed H. R. thinks it is all right for pupils to correct each other using their names. She had one class in sophomore English who were especially interested in student corrections. Two-thirds of the members of this class were boys and even though they were prone to make the same errors they were very alert and seemed to try to improve their speech because of the student criticisms. This one particular class was very fond of socialized recitations. H. R. stressed oral composition more than written because she considered it more important than written and because she had difficulty in finding time to grade written compositions.

J. S. stated that she was unable to assign and check very many written themes. Her classes were large and she engaged in several activities other than classroom work. Her opinion is that her teaching would have been more effective if she had had adequate time to check written work more closely.

This teacher has a rigid requirement of a certain number of oral talks for each student of English. These

oral talks must be given before a student receives his credit in English. The requiring of oral themes is just as important as requiring a certain number of book reports. At first several students resented such a requirement; however, the second year it was accepted as a part of the course and all students conformed to the regulation. This training in oral English is probably the most important training a student receives in his English class work. Keeping error charts for written composition tends to reduce the number of errors in written composition and to improve a student's manner of expression. Students enjoy writing for a school paper. This stimulates a desire for them to be correct in their written work. A few sentences written on the blackboard provide material for five or ten minute drill at the beginning of each class period. Printed flash cards placed in the room and changed frequently drill the students to correct ways of expressing themselves.

Personal conferences reveal that in village and rural consolidated high schools the English teachers often have one hundred twenty-five or more pupils. She teaches five hours each day. During the other hour she usually has a study hall or some activity to sponsor. In some of the schools the teacher must coach plays or direct other programs after school hours. When such conditions exist all preparation for class work and checking of papers

must be done when school is not in session. When a teacher leaves the building at five o'clock the remainder of the day should be given to recreation and professional and cultural improvement.

The teaching of high school English has been criticized because so many college freshmen have difficulty with English. Usually a major difficulty is written composition. Some have mentioned the fact that when a college student hands in a theme it is returned to him thoroughly marked in red. A number of high school teachers simply mark grades on themes. It is certainly valuable for a student to see each of his errors marked. The effectiveness of teaching English could doubtless be improved by allowing each teacher some time during the day for checking written composition. This would mean much to both students and teachers. If a teacher might have some time during school hours for checking papers, she could have conferences with students when they go over the student's theme together and compare it with his previous work. Such conferences would certainly be of value to a student and it would help the teacher to better ascertain each student's needs.

Interesting Comments Listed on Questionnaire

Our English Department believes that there is no substitute for the old fashioned study of grammar. Therefore, we study grammar and composition apart from our courses in literature. We use drills and attempt to apply these drills by composition work everyday. We write at

least one paragraph every day. Two days a week we specialize in oral work using special speech textbooks for a background.

We keep a score of records on each pupil: an oral English score card; a book report card; a grammar check-up card. This gives the student an accurate record of where he stands.

My purposes are to help each child to correct his speech, to be able to meet the public, to become acquainted with the business world, and to enjoy the study of grammar, poetry and prose. V. E.

I think devices vary with grades and groups. I use more board drill for low groups in advanced high school. A higher group might profit more by work books, however I find workbooks of little value because they copy from each other, not noticing what they are doing. If I use workbooks I take one of my own and run off neo-style copies by lessons. These are checked in class.

I tried flash cards with seniors and they seemed to think them too primary.

We teach composition and literature by semesters, alternating them. M. C. W.

From my answers you will notice that I prefer teaching technical grammar in relation to composition. Drills and devices are of little value if the principles learned are not used immediately in context. At present we should be stressing sentence structure and paragraph development.

Essentials in English (for high school) has been very beneficial in my teaching of English. (A workbook)

Most of our grammatical work is done through the use of workbooks. They prove very satisfactory.

Dictation and Comparison. I have found to be of great value for a device of teaching English. The students get several benefits from the one device: Attention of the class is held, spelling increases, thought forming is mastered quickly, a chance for questions for discussion derive, and use of several sense organs are being practiced as a benefit to the child. Meanings of words are necessary, so it creates interest in use of the dictionary as an aid to the child.

In English I, we have a good workbook we use besides our text. I try to cover the work in units, first by explanation, then drills, and last quizzes.

The error box takes too much time for the average classroom, I think.

The error box, flash cards, and good usage rhymes will work successfully in the lower grades and junior high school. High school students think them too primary.

I dislike the never again list as only the correct forms should be before the students.

Blank filling, crossing out incorrect, and error recognition are fine to get a definite answer; however, I believe them a lazy teacher's test.

Workbooks promote a better understanding of subject matter. Work should be done only in class under supervision. The teacher should make out individual tests for those that might be dishonest in work.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

Conclusions

A study of the instructional materials in the teaching of grammar and oral and written composition in grades seven to twelve in village and rural consolidated schools of northeastern Oklahoma leads the writer to make the following conclusions:

1. Information furnished by teachers and through personal conferences leads to the conclusion that some devices are excellent when used daily. The same device is not so valuable when used less often. There are a few devices which should be used seldom only.

2. A survey of the questionnaires filled out by teachers of English indicates that the effectiveness of any device or instructional material depends largely upon the personality, the attitude, and the enthusiasm of the teacher using it. An excellent device for one teacher may be poor for another.

3. The study indicates that some devices are good if properly used. This is especially true of the workbook. No device is foolproof. Success in the use of instructional material depends upon the good judgment, energy, and attitude of the teacher.

4. The data indicate that some teachers use daily devices which they rank as poor. This is doubtless due to the time saving element.

5. Personal conferences reveal the fact that English teachers in small village and rural consolidated schools are busy, from the time they enter the building at 8:00 A. M. until they leave at 5:00 P. M., holding conferences, teaching classes, keeping study halls, and sponsoring extra-curricular activities. This leaves no time for preparation of lessons and checking papers. Grading themes is a slow and difficult task. A teacher cannot do her best work unless she has leisure time for recreation and cultural and professional development.

6. A study of purposes listed by the teachers on the questionnaire indicates that many of them do not have a definite purpose in mind when using certain devices or when teaching.

7. From personal conferences in this study and interviews with other English teachers it is evident the English teacher realizes the difficulty of preparing students who are interested in pursuing different life activities. In one group a teacher has pupils preparing for college entrance and future farmers, housewives, salesmen, beauticians, and those who will follow other vocations not requiring college training. Their needs certainly differ. Even in the preparation of students to enter college a different type of teaching is essential. The total responsibility of teaching English cannot be placed on English teachers. Teachers of mathematics,

history, science and other subjects should prepare the student for their specific fields and their cooperation is essential in correcting oral English also.

Recommendations and Suggestions for Further Study

Many problems in the teaching of English need further study and investigation. There are doubtless many instructional materials that should be made available to the average teacher. If these instructional helps could be classified, organized, and their sources made available it would assist teachers materially.

In this study thirty-six devices have been checked, and several others were listed by teachers; however, their values have not been established scientifically. It would be interesting to know how often, when, and in what situations each of these devices are of greatest value. A method of measuring outcomes might be established which would to some extent solve the problem. A scientific study might possibly establish just how much value is found in the device itself or if all the value depends upon the teacher, or to what extent the student may be a factor.

It is the writer's opinion that an interested pupil is likely to make progress. Further study might reveal the extent which these devices develop interest, creative ability, and initiative on the part of the student, and how much depends on personality, enthusiasm, and interest of the teacher.

There appears to be an abundance of material available. The average teacher does not know just what material is most valuable. A study which would ascertain which material is of most value for effective teaching and for saving the the teacher's time and the very valuable time of the student would certainly be worthwhile.

It is recommended that each English teacher be given an hour a day for preparation with emphasis placed on what she is teaching and why she is teaching it. This should be a regular assignment rather than to the study hall.

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Mrs. Florence Lackey
Stillwater